First, children learn the location of the Great Barrier Reef, second, they learn about everything living in the reef, and third, they create a kindergarten Great Barrier Reef.

**Curriculum/State Standards**

<table>
<thead>
<tr>
<th>Social Studies: 6.1.A.1</th>
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<td>Science: 5.5.B.2,A, 5.10.A.1, 5.5.B.1</td>
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<td>Math: 4.2.A.4, 4.3.A.1, 4.1.C.1, 4.2.D.1,D.3,D.4,E.2, 4.5,A.2,A.4,C.1,C.2</td>
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<tr>
<td>Language Arts: 3.2.A.6,D.1,D.2, 3.3, 3.4, 3.5</td>
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**Overview**

The children were introduced to the Great Barrier Reef through literature and videos. Then as cooperative groups we created our own reef for the hallway and classroom using a variety of artistic modes.

**Objectives**

The students will identify where the Great Barrier Reef is in the world.

The students will recall the aquatic life they saw in the reef to recreate the making of their own reef.

The students will use a variety of artistic modes to create their own reef.

The students will tell their parents and other students about the reef and their learnings.

The students will write about the Great Barrier Reef.

**Materials**

- blue cellophane
- blue wrapping paper
- coffee filters
- ribbon
- balloons
- paper plates
- lunch bags
- wiggle eyes
- sequins
- tissue paper
- easter grass
- duct tape (3)
- white felt
- grey material
- chenille stems –blue
- paint
  - purple
  - magenta
  - red
  - yellow
  - blue (4)
  - brown
- sand
- construction paper
- wooden starfish (20)
- foam shapes
- glue
- pipe cleaners
- sponges
- foam cups
- back drop paint cloth

**Readiness Activity**

- painting, coloring, cutting, gluing,
- working in cooperative groups and writing about the Great Barrier Reef

**Strategies/Activities**

1. We read a variety of literature on the Reef age appropriate for kindergarten. The children chose books from the library to read as well. This was to acquaint the children with what a reef is and what it looks like.
2. We watched a movie called “The Reef,” which was a cartoon but showed the children all about the reef and the fish and other things found in the reef.
3. The children listed what items to be made for our reef.(ie., fish, shark, whale, dolphins, starfish, seahorses, walrus, turtles, etc.)
4. The children made fish with watercolors and sequins and fish with...
The children painted the starfish and seahorses with brown paint and sand mixture. This gave texture to the starfish and seahorses. 

6. The children painted the backdrop with blue paint and brown paint and sand mixture. 

7. One child drew the whale, sharks, and dolphin. It was enlarged and traced onto paper. 
   a. whale- It was painted with grey paint and white felt was cut to make spots and glued into place. 
   b. sharks were covered with duct tape, giving them a rough look 
   c. the dolphin was cut from grey material 

8. Jellyfish were made with coffee filters and ribbon. 

9. The octopus was made with a small paper plate, a white balloon, and construction paper legs. 

10. The crab was a large paper plate painted red, folded in half and then the features added. 

11. The sea turtle was a paper plate with foam shapes glued on the back and features added. 

12. Walrus was a lunch bag with the face drawn on it and the letter W for its tusks. 

13. Coral was tissue paper twisted and glued on the backdrop. 

14. Sea grass was the Easter grass glued on the backdrop. 

15. Pipe cleaners were used to make sea plants as well as tissue paper and streamer paper. 

16. Whales were made from foam cups, painted with blue, blue chenille stems for the water spouts, and construction paper tails and fins (baby whales). 

**Culminating Activity** 

The children had to tell their parents and other students about what they learned in making the Great Barrier Reef. They showed their parents the project at conferences. 

**Evaluation Method** 

Each item was evaluated as it was made in either math or science. The journal writings about the Great Barrier Reef telling of what they learned. Telling others what they learned.